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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

To Deal With School Problems

SOMEWHERE in the United States—or, if you insist upon definiteness, somewhere to the east of the Rocky Mountains—there is a certain superintendent who writes letters to his principals, his teachers, and others with whom he comes into administrative contact. The Journal editors chanced upon some of these letters and were at once struck with the amount of practical wisdom which they contained, as well as the splendid professional spirit which was poured out, through these letters, into the school-makers of a single city.

"Why not let the Journal of Education broadcast these letters to the school people of America?" was asked of the man who wrote them.

At first he hesitated. He thought there were too many points of purely local or momentary importance. It was suggested that these parts be omitted. But even so, there was danger that the writer would appear in a bad light—as claiming to know more than the Journal readers, for instance. At length a compromise was reached. We were privileged to print the letters on condition that we keep the author's name a secret. We would like to tell you. But a promise is a promise.

The letters will start in the Journal next week. They are not long—less than half a page, most of them will occupy. But we hope the series itself will be a long one. You will find problems of the school touched upon from week to week, in a manner to dispel fog and illumine many a doubtful matter.

You will, we believe, enjoy and profit by the "Letters of a Superintendent," commencing in this magazine next week.

Leadership in Louisiana

WE RECENTLY had an enthusiastic editorial on Louisiana's vision, but we used the Southwestern University of Lafayette as our high spot, and now we went to take a purely city public school as our champion achievement of the state.

Alexandria, Louisiana, has dedicated a high school in a city of less than 20,000 population, that cost, above the land, $1,250,000, with a faculty of thirty-eight, all but one of them

having a college degree, and several of them have graduate degrees. The school is named for J. W. Bolton, and is styled the Bolton High School.

State Superintendent T. H. Harris, at the dedication, said, in part, the following:—

"This new Bolton High School building probably furnishes a model beyond the reach of most communities of the state. Neither the State of Louisiana nor the South has built a school plant anywhere near the equal of this, and many will not do so for some years to come, but even so, this remarkable achievement of the people of Alexandria will affect most beneficially public education in Louisiana in that it will prove a constant reminder that the instruction of our youth should receive first consideration, and that our sacred duty to our children demands that we spare nothing in effort and expense to provide properly for their education.

"This temple of learning represents a remarkable victory for public education. The entire state should feel a keen pride in it, and Alexandrians especially should appreciate it as one of their most valuable possessions, for it excels anything of the kind in our Southern country.

"The cost of this high school building and equipment represents more than half as much money as was spent in the entire State of Louisiana for educational purposes during the year 1905. It represents one-third of the expenditures for education in all of Louisiana during the year 1910. The total value of public school buildings and equipment in Louisiana at the end of the year 1915 was only seven times the value of this one plant. This building cost more than one-half as much as was spent for buildings and equipment throughout the state for the year 1920, and one-fourth as much money as was spent upon buildings and equipment during the banner year 1925.

"Your achievement is a most remarkable one and will, for many years, prove a model not to be equaled perhaps by other communities, but to stimulate them to use their best efforts in the interest of their children."

The World Federation

THE third general meeting and second biennial session of the World Federation of Education Associations, A. O. Thomas, Augusta, Maine, president; Charles H. Williams, Columbia, Missouri, secretary, will be held in Toronto, Canada, August 7-12, 1927.

The keynote of this world association was sounded by President P. W. Kuo, of a University of China: "Lay aside our prejudices while we solve our problems."

The program, not yet announced, promises to be of intense interest.

The San Francisco meeting, 1923, had surprising influence. The Edinburgh meeting, 1925, concentrated world influence, and the Toronto meeting, 1927, will create the organization on a world basis.

The World Federation is an educational organization of world-wide scope. It is spiritual but non-sectarian. It is civic but non-political. It joins the educational forces of the world through the leaders in all countries. It seeks to find the most direct and effective way of inculcating into the lives of the rising generations the virtues which society needs. It seeks not to standardize education in the sixty-three sovereign countries but to find those elements of education which are universal and apply them to the good of all nations. It is a great co-operative conspiracy for good, believing that as the children are taught, so the future will be.

It is confidently expected that one of the results of the Toronto meeting will be the creation of a financial plan for permanent headquarters with executive offices. So great a cause cannot be allowed to depend upon biennial meetings.

Principals at Dallas

THE Department of Elementary School Principals, E. Ruth Pyrtle, Lincoln, Nebraska, president, will have several meetings of special interest and of high importance at Dallas. These principals are not only very much alive, and dead in earnest, but they face real problems in a real way every day and they talk in a live way.

The Elementary School principals on the various programs are: Mrs. Jessie M. Fink, Grand Rapids; W. A. Roe, Newark, N.J.; F. H. Duffy, Steubenville, Ohio; W. T. Longshore, Kansas City, Mo.; Eva Finkston, Dallas; Anna Laura Force, Denver.

The other bright lights will be: A. O. Thomas, president, World Federation; Francis G. Blair, president, N. E. A.; Randall J. Condon, president, Department of Superintendence; Mary McSkimmon, president, N. E. A., 1926; Annie C. Woodward, president, Massachusetts State Association; Henry Turner Bailey, Cleveland; M. C. Lefler, superintendent, Lincoln, Nebraska; Elizabeth Hall, assistant superintendent, Minneapolis, and Mrs. Fannie Fern Andrews, Boston.

August 7-12, World Federation of Education, Toronto, Canada.

A Vicious Virtue

By A. E. WINSHIP

"EDUCATE the profession to want to know the truth." This was said ardently by a school man whom we greatly appreciate, and an entire group of good school people echoed it.

The occasion was after adjournment of a schoolmasters' club, at which fifty had eaten together. Incidentally we had referred to a bit of professional foolishness of Horace Mann, which I had prefaced with the remark that I should never print it, nor should I use it in a public address, but it could be of service in connection with the discussion of the hour, but I would not use it unless I could consider that there was a gentlemen's agreement that none of them would use it.

After adjournment they insisted that I ought to publish it, and that they should be allowed to use it. "Educate the profession to want to know the truth." To this we replied: "That is a vicious virtue."

The educational world idolizes Horace Mann, and with the best of reasons. He did more for public schools than any other ten men ever did. More schools are named for him than for all other American educators twenty-five years after they died. And, yet, so far as we know no one has ever told wherein he was so great. Some say: "Because he wrote such wonderful things." As a rule those Americans who have written the most wonderful things on education have done the least for education. Others say: "Because he licked the thirty-one Boston masters in a controversy," which shows the stupidity of their ignorance.

What Horace Mann did was: (1) To sell the public schools to the American public; (2) to sell state responsibility for the preparation of teachers; (3) to sell administrative school supervision to the public. These great achievements of Horace Mann have made the American public school what it is today, will make the American public school the glory of democracy through the years to come.

We doubt if any one of those fifty educators can repeat the great achievements of Horace Mann a year from today, if any one of them will even tell any audience what made Horace Mann great, but I suspect most of them will tell of the folly of Horace Mann which developed in the controversy over his "Seventh Annual Report."

Of course truth is important as the rival of falsehood, but it is the acme of viciousness to use irrelevant truth to divert attention from relevant truth. All that the public is interested in is the fact that Horace Mann was chiefly responsible for the public's hearty financial support of public education, loyal devotion to the best teaching, and the unification of educational functioning in a given city, in states, and ultimately in the United States as a unit.

The only real value of the writings of Horace Mann is the masterful use he made of his brilliant talent on the platform and in his annual reports for the achievements of his three American creations, public sentiment, better teaching, and unification through supervision. His Fifth Annual Report is the one great educational publication produced in America. It affected New York State as definitely as it did New England. It had greater effect on British education than everything else ever written in America and greater effect on Germany than everything on education ever written in English up to that time, probably up to this time.

But two years later his Seventh Annual Report was more brilliant, but it was a strange mixture of comedy and tragedy. It practically discounted all his future educational activity in New England. It certainly achieved nothing that is traceable.

It would be interesting to classify the American schoolmen who will look up and read the "Fifth Annual Report" to appreciate the effect of its masterful achievement in New York and other sections of America, in England, and in Germany, and those who will try to find his "Seventh Annual Report" in order to "know the truth."

Truth is important in proportion to its achievement.

Teachers College Movement

In a nation-wide movement the nineteenth century normal schools are becoming twentieth century TEACHERS COLLEGES. This is in response to the urgent demand for more broadly trained and efficient workers.

Modern teacher-preparation requires attention to five phases or lines of effort: (a) Careful selection of candidates for training; (b) full grounding in basic academic and cultural lines of study; (c) adequate and specific training for the various fields of teaching; (d) wise placement of graduates; (e) responsible follow-up service to insure teaching success.

The problem of adequate support of education is one largely of perspective and a proper sense of values. Since teacher-training is vital to educational progress, its support should be the last to bear the burden of retrenchment.

—E. C. Higbie, Madison, S. D.

Belding's Page

WHERE MARY'S LITTLE LAMB WAS WRITTEN

HENRY FORD, like many another man of large affairs, has managed to leave room and time for a little sentiment. Witness his purchase and re-establishing of the schoolhouse in which the famous poem of "Mary's Little Lamb" was penned.

The structure, which was located in Sterling, Mass., had long ago been abandoned as a school and had been converted into a barn. "Converted" is the right word, because the barn was an adjunct of the local parsonage.

Money will do many pleasant things, if the man behind the money is so minded. Removal of this old schoolhouse to South Sudbury, where it becomes a part of the Wayside Inn property acquired some time ago by the Detroit manufacturer, and reopening of the school to the children of the neighborhood with a teacher hired by Mr. Ford, means that we are to have another historic shrine, not only preserved, but continuously maintained in working order. It will be interesting to see how the new wine of modern education fits into the old bottle of a somewhat crude and primitive schoolhouse. Most will depend upon the teacher, as it always has depended, since the dawn of instruction.

THE CHILD AS GO-BETWEEN

PARENT-TEACHER relationships need closer cultivation. The word parent, in that compound expression, has been characterized by a former president of the National Education Association, Miss Mary McSkimmon, as "always feminine." How to interest the fathers in the personnel of the school is still an unsolved problem. You might think, with all the charm represented in the average group of teachers, that the fathers would be attracted. Possibly there is a conspiracy not to let them come near the teachers, because "teacher," like "parent" in the hyphenated term, is feminine nearly always.

Where the child is the only link between the school and the home, misunderstandings arise. The parent forms a poor opinion of the teacher, in many cases; and the teacher feels that the parent is an unintelligent being, unwilling to co-operate. The result of such errors upon the teacher and the parent may be overlooked. But the result to the child is seriously harmful.

If school and home are not acquainted, each should endeavor to inculcate in the child a loyalty to the other. Nothing is gained by teachers finding fault with parents in the hearing of the child, or by parents finding fault with teachers. Let parents and teachers get together, by all means. But if they neglect to do this, let each have faith in the motives and wisdom of the other, so long as there is only circumstantial and slight evidence to the contrary.

HOME MAY HELP OR HINDER

A BACKGROUND of culture in the home is of course a great help to the child in school. No amount of classroom drill can wholly uproot faulty idiom and pronunciation which the pupil has heard and used from earliest childhood. This is one of the conditions which is most hampering to the work of the schools, particularly in a country where so many of the parents are of foreign origin.

Language difficulties are not the whole story either. Faults in English style are merely the most quickly detected of the numerous characteristics which pupils bring with them from the family circle. Low tastes and low ideals, loose thinking and lax notions of truth, honor and morals; ignorance of the simplest health rules and a superstitious fear of those health precautions which the community prescribes—all these represent a negative force, a resistance frequently very strong, which teaching has to overcome.

In this mighty task that teacher and that school are fortunate that can enlist the energies of pupils in the educational enterprise. The will to become educated is quite as important an aid to education as anything that can be named in the process. And this depends, as it always has depended, upon the personality of the teacher.

Americanization which attempts to bring all alien residents into conformity with a prescribed pattern or type of Americanism will never be a success. Only while respecting the personality and the past of the foreign born, shall we make of him a citizen worth having.

There's no royal road to learning—as every child knows who has to cross the street on the way to school.

A youth is not fully educated when he has been "led out" into a very big world and left bewildered.

Some are in college to keep up with their classes, others to keep up with the Joneses.

Anson W. Belding

Associate Editor.

"Commercial" and "Scientific" Courses

By HENRY GRATTAN DOYLE

George Washington University, Washington, D. C.

ONE of the most significant contributions to the literature of modern language teaching that has come to my attention in recent months is an article by Professor William Diamond of the University of Southern California, Southern Branch, on "Scientic German."[1] Professor Diamond demolishes the idea that students who are to engage in scientific work may "learn scientific German without having to learn the vernacular of the Germans" and does it by the application of plain common sense. In doing so, he echoes a statement made some years ago with reference to the teaching of "commercial" foreign languages, and we are not surprised that he should use somewhat the same terms used by the Hon. Andrew J. Peters, former Assistant Secretary of the Treasury and Mayor of Boston, in condemning "commercial" language courses—because the cases are perfectly analogous.

Let us first turn our attention to Professor Diamond's article, from which we shall quote enough to establish his thesis. Here are the key-sentences: "But the truth is, there is no such thing as 'scientific German.' It is impossible to teach students to read and understand 'scientific German' before they can read and understand simple every-day German. Imagine a foreigner trying to learn scientific English before learning English! . . . A knowledge of simple German and of the essentials of German grammar is an absolute pre-requisite to the reading of scientific German as well as of any other German. . . . A student who takes two years of regular German is much better able to master scientific German than he would be if he had taken two years of so-called scientific German. . . . Moreover, scientific German courses are unsatisfactory because it is not likely that even the best instructor in German will be thoroughly familiar with the vocabularies of five or six different sciences."

I have quoted isolated sentences from Professor Diamond, in one case out of the order in which they occur in his article; but I am sure I have not misrepresented his position. That it is a strong position is borne out by the evidence of his scientific colleagues at the Southern Branch of the University of California, two of whom he quotes as follows:—

Professor Bennett Mills (Zoology): "I am in hearty agreement with your views that students should read the German classics and analyze and discuss them in class. In other words, our scientific students should have the same kind of training in the second year as other students. . . . The technical vocabulary can only be learned through constant use, and by students who are thoroughly familiar with the special science involved. The terms cannot be properly understood even by the most broadly trained German teacher."

Professor W. C. Morgan (chairman, Department of Chemistry): "The ability to read German depends on a knowledge of word forms and grammar, together with a knowledge of the vocabulary used. These things are better acquired in regular German courses than in courses in scientific German, so far as my observation goes. To read scientific articles in any foreign language, one must learn the vocabulary of the science he wishes to read. The accomplishment does not help greatly in reading in other fields having a different vocabulary. Practice in reading astronomy or biology will not make chemistry or electricity more easy."

Professor Diamond believes that material dealing with science may well be assigned for outside reading to scientific students, but with that exception, such students will have exactly the same course in German as other students in his institution.

Experienced teachers of modern languages would be almost unanimous, I believe, in support of Professor Diamond's position, and their scientific colleagues would bear them out in the same ratio.

The statement of Mr. Peters apropos of "Commercial Spanish" begins — curiously enough, or not at all curiously, perhaps—much as does Mr. Diamond's:—[2]

"I believe emphatically that there is no such thing as 'Commercial Spanish,' as there is no such thing as Commercial English or Commercial French, and so forth. The fact that closer commercial relations make imperative the study of a foreign language does not change the nature of the language a bit. As a fine French scholar said lately at the meeting of the National Education Association, there is no difference between the language needed to buy merchandise and the language used to propose to a girl. The sentences are built up just the same, and the existence of some dozens of technical words related to certain branches of human activity does not make a different language."

Mr. Peters is right, as Mr. Diamond is right,

[1] Modern Language Bulletin, published by the Modern Language Association of Southern California, January, 1925, pp. 10-12.

[2] Quoted from New York Evening Post in Journal of Education, February 5, 1920.

and for reasons which ought to be obvious. We cannot have higher mathematics without elementary mathematics; we cannot have foreign languages for technical uses, be they scientific, or commercial, or artistic, or musical, without the acquisition of certain fundamentals which are common to all the uses to which language may be put. If a student can read ordinary German prose he can read scientific German prose with little additional practice; if he can write ordinary Spanish prose correctly he can write Spanish letters with little additional practice. If he cannot read ordinary German prose, if he cannot write reasonably correct Spanish prose, all the "Scientific German," all the "Commercial Spanish" in the world will not help him to understand or express a single idea accurately.

American Pedagogy and Physical Education

By HELEN M. BARTON
New York City

A PICTURE of life in the United States today will not portray American customs in bold relief, but will find a blending and tempering of the painting by the traditions and doctrines of the countries across the sea. On the whole, we as a nation consider ourselves a little aloof from the origins of continental peoples, but as a matter of fact we have had our thoughts and customs produced by the identical circumstances which shaped European ideas. That history and education have been interdependent forces in America as well as in other countries is easily proven by a little study of the condition, and as one becomes more observant he notices that progress in one becomes an integrant part of the advancement of the other. One subject can hardly form an isolated study, as from very early times the growth of civilization and the development of man's intellectual status have gone hand in hand.

Colonization in America found some sections more imbued with the idea of free common education than others, not a mere accident, but because of a divergence in European thought following the Reformation. The New Englanders, for the most part, were believers in Calvinistic doctrines, while the central and southern sections were supporters of the Church of England, and this did not hold such an enthusiastic attitude toward the education of the common man. The members of the Calvinistic faith considered each responsible for his brother's conduct, while on the other hand those from the English Church were not brought up to think of the common man as a figure in their lives, and certainly his advancement was not one of their worries. In accordance with this difference of opinion, then, the free public schools were erected in the New England colonies, and in the other sections we have the private or pay school for the children of the wealthy man. In the former the curriculum was very narrow and the New England primer exemplifies the fact that religious teachings formed an important part of the program, while in the latter there was still the limited curriculum, but not quite as much attention to church principles. A little later period shows a decline in the Calvinistic zeal for the free school for all the children, and by the dawn of the nineteenth century almost all parts of the country had adopted the "laissez faire" attitude toward education which was so general in England at this time. About 1800 it seemed as though the free public school was to be lost to America as one of her commendable institutions, and that the idea of the private or pay school was to rule supreme in United States as well as England. However, there was one factor which was to act as a stimulus for reorganization of educational thought, and which was to be the foundation for future development in the school world. This situation which was responsible for the changed attitude toward common education was the growth of cities and their accompanying problems of education of the poor children.

During the period from 1800-1830 this cityward trend was taking place in all of the more settled portions of the country, with the result that aggregation of so many poor families was leading to horrible social conditions. Something had to be done, and education seemed to be the most plausible means of raising the moral and social standard. The children of the better classes went to the pay schools, but these had no accommodation for children of the poor, so philanthropic education was established to enhance the usefulness of the child from the lower classes. In Pennsylvania and New Jersey the "pauper" schools fulfilled this need, while in other states there were different arrangements made to meet the situation. About this time the Lancastrian, or the "job"*

* Dr. Reisner's lectures on "Evolution of the Elementary School."

system of education was brought over from England, and many were the praises it received because of the low expense and its factory methods of teaching. It may have broadened the curriculum, too, in some ways, but in the main it was only a step forward, and far from being perfection in itself. What it really did that was of vital importance was to bring to a head the question of school support by common taxation, and this in turn brought attention to the non-sectarian idea of education. From the point of view of physical education this last was almost a life and death question, not that there had been much notice to this subject before, but whether there would be later on in the school program. Heretofore, the teachings of American schools had savored strongly of religious principles as had those of France and Germany, and now the point at stake was the same one which had figured so prominently in European history for past centuries, but this time the church and state dispute was on American soil, and the future advancement of physical education rested upon the settlement of this difference. One may readily see that the Oriental and platonic philosophies which colored the teachings of Calvin, Luther, Wesley and Wycliffe allowed little attention to the development of the body or pleasurable indulgence in play. Quite the contrary, as the following quotation will definitely indicate: ". . . students shall be indulged in nothing which the world calls play. Let this rule be observed with strictest nicety; for those who play when they are young will play when they are old." † When whole communities were governed by like regulations, it is little wonder that the chance of growth in physical education was very small, and so long as sectarian schools and their principles were to shape public education, this would be the case.

Immediately preceding the importation of Pestalozzian methods to United States there were certain European factors which contributed to the interest in physical education, and which were mingled with the ideas that we carried over here from the Burgdorf experiments. These were the writings and the work of Basedow, who, stirred by Rousseau's "Emile," wrote a book entitled "A Book of Methods for Fathers and Mothers of Families and of Nations," by which he aimed a heavy blow at church control over school government and the selection of subject matter in the school curriculum. In his experimental institution, the "Philanthropinum" at Anhalt, he tried to follow the instructions of Rousseau in the education of the young, and it was here that physical training had a definite part in the program. At this school children were treated as children, not as small adults, and they were divested of their fashionable stiff collars, wigs, and swords, and permitted to grow physically and mentally in a normal child's way. Pre-Civil War pedagogy in America, through the teachings of Samuel R. Hall, Jacob Abbot, Page and Mansfield, reflected this new idea of child development to some extent, but it was Horace Mann who made the greatest step toward a broadened curriculum when he urged the introduction of physiology in the Massachusetts schools, a measure which was made a law in that state in 1837. Physiology was a subject which dealt with the functions of the body, and the needs of that organism—this was indeed another opening for the scientific demand of physical education, but there were few at that time who took note of it. There was an important outcome, however, in that Mann's recommendation to include science in the school ultimately broke the strength of the church with regard to school control and dictation of subject content, as science and church doctrines could not peaceably survive under the same regime. With Pestalozzi's methods of self-activity and object teaching came a freer and more flexible curriculum, and although they did not bear directly upon physical education they were making it more and more possible, as did also Herbart and Froebel. Pedagogy was beginning to centre its interests in the child as well as in the subjects to be taught, and when his needs began to be more and more recognized, the way for physical education was being prepared. On the continent this subject was allowed in the school on a military basis, or else as a means of overcoming the results of conditions due to the new industrial life. On the first basis it was never introduced into America, but on the latter it became a factor in the school life of the child, as is evidenced by the reports of the Physical Training Conference at Boston in 1899. As education had borrowed from the Prussian and English systems, so physical education turned to Europe to solve its local problem, and imported ideas from the Swedish and German systems, but in neither field was the project as successful as the supporters of these foreign ideas had anticipated.

It is true that we retained these new views brought over by exponents of these systems, but gradually American pedagogy was beginning to formulate ideas of its own. Human understanding was now penetrating our protective covering of medieval standards behind which we had been prone to dodge when a doubtful issue had arisen. Psychology was being used as the microscope which showed us the "why" of children's conduct, and upon the common ground of general enlightenment edu-

† Wood and Brownell, "Source Book in Health and Physical Education," p. 352.

cation and physical education saw the opening of a new era. In view of this, education cast aside its Prussian formulae and began to adapt the American school to American life, but physical education has not been so fast to step from under the cloak of European systems, and that is why it is today struggling to "catch up," as it were, with progress which has been made in American pedagogical methods and educational practices. Its future is becoming brighter and brighter, however, as such men as Kilpatrick, Thorndike, and Bobbitt in the field of education are endeavoring to bring it up to modern views, and physical educators are themselves putting their shoulders to the wheel to raise the level of standards so physical education may take its place with other academic subjects in the curriculum of American schools.

Geography Teachers at Philadelphia

By ALBERT G. ELDRIDGE

State Normal School, North Adams, Mass.

AS PART of the general program of the American Association for the Advancement of Science, the annual meeting of the National Council of Geography Teachers was held in Philadelphia December 26-29.

The University of Pennsylvania proved itself an admirable meeting place for the occasion. To the advantages of Philadelphia's great industrial and commercial development were added those of the incomparable Commercial Museum, supported jointly by city and state. From headquarters at the new Benjamin Franklin Hotel—the comfortable successor to the old Continental—it was a fairly short ride to the registration booth and exhibits at Weightman Hall, to geography clinics at the Medical School, and to the sessions at Logan Hall.

In these days when we are hearing and reading so much about social science, and when some supervisors and superintendents are even questioning the place which geography as such should hold in the curriculum, it is interesting to note that the teachers of geography themselves believe in its value as never before, and are enthusiastically planning to make their work more and more effective. At this conference the suggestion was freely advanced that many of the modern critics of geography are basing their criticisms upon the kind of geography that was taught when they went to school, rather than upon the work which is advocated by the geography teachers of today. It seems reasonable to suppose also that those who have not themselves done advanced work in geography should scarcely realize the important part which it plays in present-day affairs.

Most appropriately, therefore, the theme of the conference was "Geography in the Curriculum." On this theme the president of the council, Miss Erna Grassmuck of the Pennsylvania State Department of Public Instruction, and her assistants, had built a most attractive program, meeting the needs of teachers of elementary grades, junior and senior high schools, normal schools, and teachers colleges. Special features were three demonstration lessons taught by Miss Anna James of the Model School at West Chester to fifth-grade pupils who had been brought from West Chester by bus, three demonstration lessons taught by Miss Grace Broening of Baltimore to eighth-grade pupils from the Holmes Junior High School of Philadelphia, extensive displays of materials for teaching and expression work by pupils, and various geography trips. Methods for clinching the learning of geography in the junior high school were interestingly presented by Miss Angela Broening of Baltimore, a geography supervisor. Two years of geography in junior high school and one year in senior high school were urged by the committee on secondary school geography, of which Dr. A. E. Parkins of Peabody Teachers College is chairman.

High-water mark in the program was reached on Tuesday evening at the geography dinner in the Crystal Ball Room of the Benjamin Franklin. Among the dozen or more interesting speakers were J. Paul Goode of Chicago, J. Russell Smith of Columbia, W. Elmer Ekblaw of Clark, who has been to the Arctic with MacMillan, and Captain "Bob" Bartlett, who piloted Peary's ship, The Roosevelt, in the expedition which finally reached the Pole. During the dinner the geography clubs of Pennsylvania presented a beautiful wrist watch to Miss Grassmuck, as a token of their appreciation and esteem. George J. Miller of Mankato, Min-

nesota, secretary of the Council and editor of the Journal of Geography, urged still wider support of the journal, in order to make possible a larger and better publication.

Speakers at the various general sessions brought many helpful suggestions, of which there is time and space to mention only a very few. Superintendent Edwin C. Broome of Philadelphia called attention to the rapid increase of geographic material, to the fact that some of this material is assuming an important place in other subjects, and asked that teachers give all the thought they can to the relationship of geography to these other subjects.

Dr. Francis B. Haas, state superintendent of public instruction in Pennsylvania, said that inadequate school support is often traceable to poor teaching in geography. The individual needs preparation for economic independence, for culture, and for social relationships. Children should acquire a grasp of geographic laws, so that they may fairly well cope with the national and international problems with which they are confronted in a democracy. Standardized practice could be justified only in a society which could control all individual and group needs.

Roscoe L. West, assistant commissioner for New Jersey, emphasized the great importance of method in teaching. He stressed particularly the value of demonstrations, and the need for driving home whatever is taught.

Dr. A. Duncan Yocum of the University of Pennsylvania spoke on increasing vocabulary as a means of adding to the cultural aspects of geography. Most impression is either a tremendous educational waste or a tremendous educational threat. The name, "Black Forest" should suggest "Erl King," "Grimm's Tales," "black bears," "wood carving." The schoolroom should be blazing with objects, interesting and conspicuously labeled. School children today know more geography than did cultured adults of a generation ago.

Dr. Florence E. Bamberger, professor of education, the Johns Hopkins University, spoke of the present as a time of adjustment to rapid changes. Never before have men been put through so many emotions in the space of half an hour. In the face of these constant and rapid changes, note the ease with which blind following of tradition is being overthrown by tested thought and knowledge. Industrialization and specialization are increasing interdependence. Children being trained for citizenship in a democracy must be taught tested truth about the peoples of the earth. They must develop not only knowledge, but right attitudes. Do children know and appreciate the elements of their own environment, and whether their own community is responding to its resources and opportunities? Do they know their own neighbors, especially those of different races and nationalities? When they can go from a study of their own environment and its interpretation to a study of other regions, and the dependence of one upon the other is clearly appreciated, then geography has a lien upon its own place in the curriculum, a place of which it cannot be deprived.

Philadelphia was surely lavish in its offering of opportunity. Teachers from many parts of the country and from several foreign countries profited by it. The next meeting of the Council will be held in Nashville, under the leadership of the new president, Dr. R. G. Buzzard, of the State Normal University, Normal, Illinois.

The Oswego Pledge

[Written by Professor Richard K. Piez, of the Oswego, N. Y., State Normal School]

REVERENTLY do I pledge myself to the whole hearted service of childhood.

EARNESTLY will I strive to keep my body, mind and affections fit for childhood's service.

CLEANLY will I live so that I may prove worthy of the faith reposed in me by the children whose lives I am to fashion.

JUSTLY and patiently will I deal with each child so that the best in him will blossom and bear fruit.

CHEERFULLY will I co-operate with my co-workers to further the welfare and progress of the children entrusted to us.

DILIGENTLY will I prepare myself and practice my profession as though I expected to be a teacher all my life.

GLADLY do I accept this opportunity: through the nurture of its children, to leave this world better than I found it.

Recreation and Adult Education

By DR. FREDERICK P. KEPPELL
President, Carnegie Corporation

ALL sorts of significant things are happening in the debatable land between formal instruction and organized recreation. Little museums are being set up in our national parks. We have concerts in the Library of Congress. The radio, which was at first purely recreational, is getting an educational tinge.

In 1924, if a community wanted to develop a recreation program, it knew just where to turn for wisdom based on experience. In sharp contrast to this, adult education, though it already touched three million people, was completely unorganized. I don't say disorganized, because it had never been pulled together at all. Each teacher and each student saw only his particular corner, his particular type of study, and his knowledge or interest did not go an inch beyond that.

Within the past forty-eight months two things have happened. First, reliable information about adult education in all its manifestations has been gathered and is being made public.

The second event is the formation on a nation-wide basis of an American Association for Adult Education. The men and women who have formed it are representative of all the elements in the picture, libraries, University extension, night schools, trades union, and shop classes, and all the rest. Big and little, conservative and radical, they are all in it. They have elected Dean Russell, of Teachers' College, as their leader, and as a board of directors a group of men and women who might, from their eminence, be willing to pose as a galaxy of stars, but who, as a matter of fact, have rolled up their sleeves and are working as a team.

These things mean that recreation and adult education can work together at the centre, and there is plenty of good, solid thinking to be done before we can achieve a satisfactory body of doctrine regarding the problem of the profitable use of leisure time. They mean, also, that the two forces can work together out on the firing line in the communities themselves. These communities all over the country are beginning to recognize the need of integration. Cleveland and Buffalo are both formally engaged in the process of self-study. Interesting things are happening also in Cincinnati, Milwaukee, and Indianapolis; and farther west in Portland and Los Angeles. The same thing is happening in smaller towns. I have been told, for example, that the reason the citizens of Santa Barbara handled themselves so efficiently after the earthquake was because the town had already been integrated by its Community Arts Association. All these communities, urban and rural, will be looking more and more for information as to what's happening elsewhere and for guidance as to how to organize their own resources, and I look forward to seeing the Recreation and Playground Association and the Adult Education Association working shoulder to shoulder to help them.

But what to me is most interesting of all is what is happening in the colleges. A generation ago the college graduates who went back into their communities with any abiding sense of what the arts should mean in a normal life, could be counted by the dozens; today they may be counted literally by the thousands and they are going to be heard from in these communities.

All work is hard unless you care for it and are interested in it. Interest is to work what oil is to machinery. A machine operating without oil will grind itself to pieces and in the meantime use more power and produce less as well as shorten its life. The human body, like a machine, has only a certain period to serve and live.

There is no such thing as an easy job that is worth while. Some kinds of work require more muscular activity; others demand mental activity. In each case any worth-while job just about balances in the amount of energy that it takes out of a person in the course of a day.

If the work is of a kind that you care for, you will accomplish more and be less worn out at the end of the day. All kinds of honorable work are necessary to society. Whatever one's job or position may be in industry, one should become acquainted with what goes before or comes after the particular task upon which he is engaged.

The conditions found in any industry affecting hours, wages, surroundings, and workmanship are largely dependent upon the interest, the intelligence, and the co-operation of those engaged in it. No one ever gets a dollar that he does not earn without some one's earning a dollar that he does not get.

—Robert L. Cooley.

Character Chats

By JOSEPH B. EGAN, A. M.

The Evil Spirit and the Camels

THERE was once an Evil Spirit who marched through the world with a long caravan of camels at his heels. Every one of the camels was loaded down with the booty that he had taken from the kingdoms that he passed over.

The first camel was burdened down with Beautiful Characters. Some were patterned in gold and some in silver, but all were broken, and the Evil Spirit had picked them up along the highway where foolish people had lost them.

The second camel had a huge load of Good Intentions. These, too, the Evil Spirit had gathered here and there along the way where the artists who made them had cast them aside before they were finished. Some were very beautiful, but all were bent and broken as though walked upon.

A third camel carried a high load of lovely Opportunities, every one of which was wrought with the greatest skill and care. But these, also, like the Characters and the Good Intentions, had some damaging flaw. One was weakened by broken bars of laziness; another was bent and twisted through lack of will power; another was perfect except that it lacked hinges made of high courage, and because of these lacks and flaws these, too, had been cast aside by their owners and picked up by the Evil Spirit.

A fourth camel groaned under the burden of Beautiful Hours. Every Hour was a diamond set in some sort of a ring from which it could never be separated. There were rings of idleness, as crumbly as dry clay; rings of pleasure, fashioned of faded petals of roses; rings of folly; rings of awkwardness, and a thousand other rings, all of which so spoiled the value of the brilliant Hours they held, that their makers had thrown them away as far as possible.

Now, it happened that at a crossroads the Evil Spirit came upon a long white whiskered stranger, who sat in the dust beating his bare knees with the palms of his wrinkled old hands.

"Why sit you there?" asked the Evil Spirit, "Is the world too big for you?"

"I have sat here many a year," said the stranger, "waiting for you to come by. Now that you have come I feel glad, for I know you will do me a favor."

The Evil Spirit laughed.

"Ask it," he said.

"You have my Good Reputation, which I lost when I was twenty, strapped to the hump of the first camel. Will you sell it back to me?"

"At what price?" asked the Evil Spirit.

"At the price of ten thousand tears, a million sighs, a million heartaches, and more regrets than you can carry."

"Done!" said the Evil Spirit, and with that he unstrapped the Reputation from the first camel and handed it to the stranger, and received his pay.

Then the stranger rose up from the dust, and began to buckle on the Good Reputation that he once owned, but do what he could it would not fit; the buckles broke and it was entirely too tight for a person of his build.

At that the Evil Spirit began to laugh. "Fool," said he, "imagine the Reputation of a young man of twenty fitting an old scoundrel of sixty-four."

"True! True!" groaned the stranger. With that he threw the Reputation down again, and the Evil Spirit picked it up and strapped it once more on the back of the camel.

Magician and Beauty Destroyer

ONCE upon a time there was a great magician who was called before the throne of the king.

"Decide for me," said the king, "which of those two prisoners is guilty of the crime of destroying beauty in my garden."

"Thy word is law," said the magician.

With that he placed a tube-like instrument behind the head of one of the prisoners and turned into it a violet light and, at once, the light passed through the brain of the prisoner and fell in a circular golden light patch on the wall of the room. As the king watched, faint pictures began to form in the circle. A sunset of lovely gold with purple bars for clouds came faintly into view; an eagle swept across a vacant sky; a rosy morning light glowed and glimmered on a great rock; a tumbling cataract foamed around a dark river bend; a child lifted blue eyes and smiled; a dog went by

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wagging his tail; a butterfly floated onto a cactus blossom.

The magician shut off the light from the tube.

"Your majesty," said he, "assuredly this man is innocent, for his brain is filled with memory pictures of lovely things. He could not possibly destroy the beauty he loves to see."

"Test me the other man," cried the king.

"Thy word is law," said the magician as he placed the tube behind the head of the other prisoner. As the light was turned on a white patch made a circle on the palace wall.

As the king looked an ugly face grinned up and faded away; a woman sat by the roadside weeping; a little child ran swiftly away as though pursued; huge feet trampled over a bed of violets; an ash-barrel came into view; a policeman stood on a corner looking for someone;

"Enough," cried the king. "this man has only evil in his mind. He it is who has destroyed beauty in the king's garden. Take him away, and chain him to the rock of ugly things, and give him memory as a companion, and set over him remorse with his long whip, and make him work from early dawn to late night, for he who thinks evil is evil, and can have no share in the king's garden of beautiful things."

The False Guide

THERE once lived in far-off Arabia a very promising young chieftain by the name of Hassim. His father was ruler over a thousand miles and his mother was noted for the goodness and gentleness of her character. The day came when Hassim had to leave the house of his father, and go forth into the desert on a long journey to an oasis called Hadir, which in the language of that country means Success. Here, if he arrived on the appointed day, he was to receive the golden fruit of a thousand date trees and the golden yield from a thousand hives of honey bees. Scarcely had Hassim left the shadow of his father's tents when he was approached by an evil beggar, who hobbled on one leg and carried one arm in a sling. "For a bag of gold," said the beggar, "I shall teach you a short cut to the oasis. There is no need that you should bear the heat and labor of the long way round." "Gladly will I give the gold," said Hassim, "but you must first show me the way lest I find later that you speak an untrue word." "That I shall do," said his companion, and he hobbled off so fast on his one leg and his wooden crutch that Hassim had to run to keep up with him. As they journeyed on, the young man noticed signs here and there which said: "Forbidden Ground. All trespassers will be punished to the full extent of the law." He saw these signs at the bend of the road, out on the open desert, and in the shadow of great rocks. He saw them beside the water wells, and posted on the rough stems of the date palms. "Mind them not," said his evil guide, "a thousand and one have passed this way before you, and no one has ever questioned one of them." At noon the beggar and the young man came to the top of a high hill. In the distance, on the very rim of the sky, the sun flashed from the domes of a beautiful city. The beggar stopped and, leaning on his crutch, pointed to the city with his bony finger. "Yonder," said he, "is the oasis that you seek. As you see, a well-beaten road leads down to it. There is no need of my going farther. Pay me, therefore, my gold and let me go." Hassim was so filled with the beauty of the scene before him and so eager to reach the city walls that he paid over the gold and then hurried on. When evening came the walls were still a great way off, but the setting sun flooded them with such glory that the heart of the youth was filled with joy. He even fancied that he tasted the richness of the ripe figs and scented the fragrance of the hives of honey bees. "I shall press on," he said, "and perchance when the day breaks it will find me under the very walls themselves."

All through the long night the young man hurried on. He was hungry for the golden figs and the sweet honey. His lips thirsted for the cool waters of the deep wells and his feet were filled with a great weariness. Just before dawn, while yet the darkness held its black veil before his eyes, he felt a great stone ledge rise up and block his way. "It is the wall," he cried happily. "I shall lie down and rest and tomorrow I shall enter in at the main gate." The sun was many hours high when Hassim awoke. Before him rose a mighty barrier of cold, barren stone. He rubbed his eyes and looked again. Only cold, barren stone rose up before him with here and there a stunted tree clinging desperately on a broken place. "There are no walls," cried the sorrowful youth. "It was the setting sun that made these terrible cliffs shine forth as gold. Woe is me. I have been led astray." "Yea," said a voice at his shoulder. "You have been led astray. You have paid your gold to a false guide, and you are far in the wilderness instead of under the city walls." Hassim turned, and beheld a venerable old man standing with bare feet upon a rock. "Who are you?" asked the youth. "I," said the man, "I am a voice crying in the wilderness of each man's soul. I am the keeper of the wastes. Mine were the warning signs that you passed without heed." "I repent," said Hassim. "I am in your power."

Then the old man took Hassim by the hand and led him to the top of the cliff. "Look," he said. "Behold the ruins of happy lives." And as Hassim looked he saw temples broken down and pillars half buried in the dust, and great, sightless gods of stone sitting slantwise with broken ears. "Behold them well," said the old man, "for they are the ambitions of men such as you who pay the golden hours of youth to false companions and wicked guides, and are led far off the path that leads to Hadir, the oasis of Success. But you are still young, and you have stout limbs. Fly, therefore, into the rising sun, and perchance you shall yet come to the promised land."

Mountain of the Turning Eyes

AT THE end of a great valley where all can see it, a mighty mountain peak rises in white grandeur above the mists. It is made of white granite and the storms of a thousand years have worn its surface into the strange likeness of a vast castle with towers and battlements and enclosing walls. There is a majesty and a mystery, too, about this mountain head that turns all eyes to it so that in time the people in the valley have come to call it the Mountain of the Turning Eyes. At dawn, while yet the valley sleeps in its enfolding mists, the first rays of the sun are caught by its towering walls and reflected in golden glory to the earth below. As the warm rays envelop it a low murmur is heard throughout the valley. Igar, sitting before his shop, looks up and says: "It is the noise of rocks falling in the great rooms of the castle," but his neighbor, Wisor, lifts up his eyes, and says: "It is the voice of the Great One, saying: 'Who is there like unto me, the Light of the World, and the Dawn, out of whose soul streams the earth and the men on it, yea, and the souls of men.'" And in the evening, long after the valley has been swept by the brooms of the long shadows of the hills, a lingering glory of golden light encircles the Mountain of the Turning Eyes, like the flame-touched wings of a great glory that makes ready to depart, and in that hour a low murmur is heard growing and spreading until the last color has faded from the castle walls. Igar, sitting before his shop of rugs, then lifts up his eyes and says: "It is the rumble of the white water falling over the great cliff," but Wisor, his neighbor, says with downcast eyes: "It is the voice of the Great One saying: 'Who is there like unto me. The great bowl into which all the colors of life are spilled at the day's end; in which is the honey of the wild bees and the fruits of the field and the works of man. Yea, and the thoughts of the souls of men." And Igar says: "I live here in the hard world. There is rock under my feet, and above my head rock towers into the very sky. What more likely than that rock should fall on rock, and water should tumble down the steep sides of the great cliffs," but Wisor says: "I live here in the great world of the unseen souls; there is life under my feet, and life towers into the heavens above my head. What more likely than that life should speak to us in the crashing rock and the water falling over cliffs. Behold, O Igar, there is a voice in nature which has a tongue in all we see. Harken to it, when the sun rises and sets over the castle on the great Mountain of the Turning Eyes."

Merlin and the Ash Screen

MERLIN'S mother had told him to sift the ashes. Merlin did not like to sift ashes because the dust blinded him and choked him, and stiffened his hair, and so grimed him up that he had to take a bath. Merlin did not like to take baths. When Merlin's mother came home she found the ashes still unsifted. When Merlin, himself, came home she asked him about it. Merlin told her the following story:—

"I went down cellar to sift the ashes. I stepped on the screen and punched a hole in it. I went out into the hen yard to get a new piece of screen from the fence. While I was cutting off a piece Whitey, the hen, ran out through the hole. She ran into the barn. I ran after her. She flew up on a rafter. I tried to climb up on some sacks of grain. One sack broke open and I had to run for a bucket so that the grain would not go through the cracks in the floor and be lost. The bucket was in the old mare's stall. When I opened the stall door the mare ran out. I knew she would get lost, so I ran after her. She ran into the pasture where the wild bull is and broke down the fence. I had to stop and repair the fence or the bull would have got out. Before I was finished I saw the bull rushing towards me, so I ran into the village as fast as I could telling the people to get out of the way for the bull was coming. I fell over a baby carriage. The baby began to cry so I ran home with him as fast as I could. The baby's mother was very angry and chased me down the street. I came right home, and here I am. So you see I couldn't sift the ashes even if I had wanted to."

Merlin's father called Merlin's story a cock-and-bull fable, and took Merlin out into the woodshed where the little switches wait for bad, bad boys.

EDUCATION IN ACTION

"Co-Op" Saves Oregon "Aggie" Students Money

Fifty-one fraternities and sororities on the Oregon Agricultural College Campus with a membership of 1,400 students are taking advantage of co-operative buying. The Co-operative Managers' Association, said to be one of the few organizations of its kind in the United States, handles the buying and selling of supplies and the members receive refunds of all profits made through discounts and quantity purchases. It did a business of nearly $175,000 for the college year of 1925-26. As money accumulates in the treasury in the form of reserves, it is refunded to each member on the basis of purchases made. Bare operating expenses are deducted.

Five-Day Week Enters Business School

At the beginning of the new semester, the Harvard Graduate School of Business Administration will abolish Saturday classes, thereby putting into practice the five-day week practiced in many industries. This plan of omitting class work on Saturdays will meet the demand expressed by many students, not only for a vacant period specifically allocated to the preparation of reports, but also for more time to digest the material covered in the various courses and to pursue individual lines of inquiry and research. A number of lecture periods will be lengthened to offset the omission of Saturday classes.

Raise Teachers' Pay, College Dean Pleads

Describing salaries paid average college professors and instructors as "pitifully inadequate," Dean Otis E. Randall of Brown University, Providence, R. I., voiced a plea for higher pay for the men who teach the youth of the nation, before the annual conference of the Association of American Colleges in Chicago. A survey completed by the association showed that the average pay of instructors is from $1,100 to $1,500 a year; of assistant and associate professors, from $2,000 to $2,500; and of full professors from $2,300 to $4,000, Dean Randall reported.

Four of Family In Same Class

Four students in the university from the same family at the same time is unusual, but when they all four are in the same class, it is more than unusual. That, however, is the case at the University of Wisconsin, where two daughters and two sons of James Caldwell, lumberman of Rio, Wis., are in the freshman class. The two girls, eighteen-year-old twins, are studying in the college of letters and science. The boys are Byron, twenty, and Donald, twenty-one. Byron is in the commerce department and Donald is majoring in geology.

Students Will Be Stung To Further Science

Fifty young men and women students at the Homeopathic Medical College in New York City have volunteered to be artificially "stung" by bees and spiders in an attempt to learn whether the venom can be made to serve some medicinal purpose. Members of the "poison squad" with notebook and pencil will record the mental and physical effects of the poisons as they are injected, while experts make careful observation.

Women Raise Education Fund

Directors of the General Federation of Women's Clubs in session recently at Washington voted to launch a campaign to raise $4,000,000 for a foundation fund with which to continue the educational and citizenship program of the federation.

Ice Cream Cones Willed to Pupils

Each of the 900 school children in Scotch Plains, N. J., receives an ice cream cone once a year in accordance with the will of the late Dr. Ackerman.

Amherst College Raises Tuition Fee

Dr. George D. Olds, president of Amherst College, announces that beginning with next year's entering class tuition charges will be increased $50. Increased cost of college maintenance was given as the reason for the new rates, which will bring the tuition figure to $300.

Educate the Whole Child

"Educate the whole child" is the modern watchword in preliminary education set down in a report by the committee of principals appointed to undertake a study of educational objectives of the public schools of Boston. The report was submitted by Wallace C. Boyden as chairman of the committee. "The old education assumed a standard type of childhood and provided but one pathway for its development. Modern education recognizes an infinite variety of childhood and offers many pathways, so that each may find a road suitable for its progress," the report stated. "It is necessary for the preservation of our republican institutions that there be built up a body of intelligent, right-minded people, who believe in the principles of liberty and democracy."

Sees Schools Abroad As More Efficient

European schools are more efficient than those in this country, in the opinion of Dr. Charles Upson Clark, lecturer, who spoke recently at a Parent-Teacher Association meeting in Springfield, Mass. He declared there is a much lower per cent. of illiteracy abroad than in this country. European countries have had universal education laws much longer than we have, he said. There are fewer distractions for the pupils, he added, and in general the teachers are of a higher standard because of the college degree they must possess before they are appointed.

Outdoor Geology School Will Be Established

Establishment of a school for outdoor study of natural history in New York was announced by Chauncey J. Hamlin, president of the Buffalo Society of Natural Sciences, and Dr. Charles C. Adams, director of the New York State Museum. The school will be in Allegheny State Park, about seventy-five miles south of Buffalo, and will be open for two summer months. Accommodations will be provided for about fifty students. A high school education will be required for entrance. "The primary aim of the outdoor school," said the announcement, "is to supplement ordinary school work and give practical field instruction."

Health Schedule For Girl Students

If students at the Connecticut College for Women in New London for twenty-eight days sleep eight hours each night, eat three meals a day within an hour of the regular time, spend an hour outdoors daily, drink seven glasses of water and take a shower each day, they will be credited with one athletic point under rules governing "health" methods of training which have just gone into effect. Points are also awarded to those who make the athletic teams.

Solves Puzzle of 200 Years' Standing

A cryptogram which has baffled all comers for more than two centuries has been solved by Professor Bancroft B. Brown of the department of mathematics at Dartmouth College. Sir Christopher Wren, the famous English architect, presented to the Royal Society in London in 1714 a cryptogram in three parts each consisting of a list of about fifty letters. It was too much for the experts of the period and Sir Christopher never disclosed the key. At intervals in the last 200 years many persons have tried to find it, but without success. Professor Brown went at it in a systematic manner, and once he had hit upon the method of the code, the rest proved easy.

Divinity Students Pledged to Pacifism

Never to fight in any future war that the United States may enter was the pledge made by members of the National Conference of Theological Students. This action was taken at their meeting in conjunction with the National Christian Students' Conference held in Milwaukee. "We believe that a higher patriotism to the United States and humanity demands not only the refutation and abolition of war," the theological students declared in a resolution, "but also we do, as a conference, refuse to sanction or lend our support to any future war.". Condemnation of compulsory military training in colleges and support of the Eighteenth Amendment was voted in other resolutions passed by the divinity students.

Finger Print School Started by Police

A finger print school was opened recently at the Boston, Mass., police headquarters with the idea of familiarizing special officers in the department with that particular method of identifying prisoners. The school is under direction of Inspector James Claflin, department finger print expert, and will continue daily until each man has had at least one full week of training. Success with the special officers, it is understood, may mean an extension of the training to include the regular uniformed patrolmen.

Would Dump British Lads in Australia

The problem "What to do with our boys?" was answered in summary fashion by Professor E. W. McBride at the annual conference in London of educational societies. "Take them and dump them in the wilder parts of Australia and leave them there to their own resources," was his solution. What was on the professor's mind was the racial degeneration induced by civilization. "A portion of the city population transported to the back blocks of Australia" would in two or three generations redevelop into quite a respectable people—those who survive," said Professor McBride.

Commissioner Demands Training School

New Jersey is without adequate facilities for training high school teachers and the situation should be remedied at once, Commissioner John Logan told the State Board of Education recently. He urged expansion of the facilities for the training of elementary teachers, advocating in that connection a new normal school at Jersey City. "There is within the state no institution for the training of high school teachers, although there are, of course, colleges in the state which give teachers' courses as an adjunct to their regular college work," said Dr. Logan. "These institutions cannot meet the requirements of the state for trained high school teachers."

College May Train Motion Picture Men

If plans discussed by President Butler are adopted, Columbia University's curriculum will be enlarged to include training of motion picture technicians. Dr. Butler sketched his plans at a luncheon given in his honor recently by motion picture producers and distributors, Will Hays sponsoring the project. It was suggested that the new courses were to furnish instruction in architecture and photography, as related to the motion picture business, and other subjects for which technical training is desirable.

Half of Barnard Freshmen Are to Study Religion

Fifty per cent. of the freshmen at Barnard College have elected to study religion, according to a report by Professor Louise Gregory, chairman of the committee on students' programs. Rather than denoting a sudden access of piety on the part of the students, the increased enrollment in courses in religion is attributed to a new curriculum designed to widen their interests by giving them greater latitude in choice of subjects. Only sixteen per cent of the entering students studied religion last year.

Many Workers Study Nights

More than 2,000 workers are enrolled in night school classes at the Hawthorne plant of the Western Electric Company in Chicago, the management states. Every branch of the industry is represented in the school. Classes cover a wide range of subjects, from carrier practice to chemistry. Practical mathematics, business English and sewing are among the courses, which are given once a week outside of working hours.

Declares Columbia Needs "Factories"

Columbia University needs new mechanical engineering laboratories, of factory type, on a site accessible by rail and water, where students and professors may study "real and unsolved" engineering problems, Dean George B. Pegram of the School of Mines, Engineering and Chemistry declared in his annual report to President Butler.

Rolled Stockings And Short Skirts Banned

Girls at the College of St. Elizabeth, Convent Station, N. J., must refrain from rolling their stockings, wearing short skirts and using lipsticks, or suffer suspension or possible expulsion. Sister Marie Jose, dean of the institution, so informed parents of the students in a letter setting forth the regulations, which, she declared, had been in "almost universal disregard." The regulations, called to the attention of the parents for the first time in the dean's letter, were placed before the students last September.

Smith Makes Rules On Cigarettes

Smith College has sanctioned smoking in the crew house, Allen field house, and at Paradise pond. In the city the girls, so the college decrees, may smoke in tea rooms and restaurants. Nor is the smoking rule confined to cigarettes. Smith feels that, if girls wish to smoke, they will, regardless of rules or no rules. Under any condition smoking will not be tolerated within the dormitories. It is estimated that half of the 2,500 girls are inclined to smoke more or less. About a year ago smoking was permitted in the parlors of the dormitories, but the rule was abolished because of fire hazards. Taxicab operators say that in the past a number of girls used their taxis for smoking rooms.

Russia Plans to Compel Schooling

In seven years the Soviet Union will be ready to enact and enforce compulsory school attendance laws throughout Russia, according to Michael Kalinin, president of the central executive committee. "By 1933 and 1934," he said, "there will be enough schoolhouses in Russia to make it possible to send every child to classes. As soon as we have the equipment we will enforce attendance and make a general education compulsory."

Hawaii University Is Cosmopolitan

The University of Hawaii is a cosmopolitan institution. Its 728 students represent forty-three of the United States, Japan, Korea, China, India, Guam, the Philippines, Mexico and France. Caucasian students comprise 41 per cent. of the enrollment, Japanese 28 per cent., Chinese 14 per cent., and Hawaiian 12 per cent.

Ely School Not to Reopen

The Ely School for Girls at Greenwich, Conn., destroyed by fire recently with a loss of $500,000, will not reopen, it was decided by Miss Elizabeth Ely and Mrs. Sara Ely Parsons, owners of the institution. This course was settled upon after a conference with the faculty. The school was opened in Brooklyn forty years ago, and since 1906 has been at Greenwich. It has an alumnae body of 2,000, most of whom live in New York and New England.

Gain Weight With Education

Sixty-five Yale students have, by attending voluntary classes in nutrition, gained weight while gaining their education. Each student gained an average of five pounds, according to the report of the department of university health. All of the men were under weight when they entered the university. The following points were stressed in the classes in nutrition: Regularity of meals; sufficient calories in the diet by the choice of food eaten at meals and the addition of morning and afternoon lunches; correction of any defects in the way of chronic infection, such as tonsilitis; rest before evening meals; adequate sleep at night; and moderate exercise.

Bequests Are Made To Help Students

The interest displayed by John A. Callahan, long principal of the Highland Grammar School in Holyoke, Mass., in assisting young people to obtain higher education was evidenced in his will filed recently. The will leaves funds of $16,000 each to Mount Holyoke, Smith and Amherst Colleges and Worcester Polytechnic Institute, the incomes to be devoted to assisting students in those colleges who shall have been graduated from the Highland Grammar School and the Holyoke High School.

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TREND OF THE TIMES

MAIL BANDITS have done a big business during the last five years, according to an announcement by Postmaster-General New. Since 1921, bandits have stolen $16,315,840 in a total of eighty-six holdups. Of this $10,226,071 has been recovered..

NATION'S SAVINGS in 1926 exceeded $21,000,000,000 or about $165 per capita. New England led the country in thrift. The per capita savings there was nearly $500. Massachusetts topped the list of individual states with $525. New Mexico, with $8, was lowest of all.

MODERN VILLAGE of 450 population averages to have one mile of railroad, three miles of improved highways, five miles of serviceable highways and eighty automobiles, recently declared J. Walter Drake, assistant Secretary of Commerce.

IMMEDIATE DIVORCES are now dispensed in Russia. The new Russian marriage code permits divorce by the mere expressed wish of either party, without evidence. All the bureaus have doubled the number of their clerks. One of the first divorces under the new ruling was granted in the record time of two minutes. The second party to the union has no say in the matter.

AMERICAN TOYS are now dominating the world's toy trade, according to the Commerce Department. In a report it is revealed that the value of "Made-in-America" toys for last year was $80,000,000, an increase of 1,300 per cent. in the last two decades.

CORRECT ATTIRE is required of street car passengers in Rio de Janeiro and the rule is rigidly enforced. Men must wear a collar and tie, and, on the first class cars, a coat.

FRAUDULENT SECURITIES of domestic issue to the amount of one billion dollars were bought by American investors last year, according to Grosvenor Jones, chief of the finance and investment division of the United States Bureau of Foreign and Domestic Commerce.

RUSSIA BARS entry of phonograph records of American jazz because it is "bourgeois music, unfit for proletarian society." Recently the fox-trot, shimmy, Charleston and other American dances were prohibited. Russian radio stations are forbidden to broadcast this type of music. When European stations are heard broadcasting jazz, or what passes for jazz, the local radio plants immediately do their worst to drown them out by setting up the weird raucous liscords of a "cat concert."

MAIDEN NAME was accepted recently by the copyright office in issuing a copyright to Virginia Douglas Hyde of Denver, Col. This was announced by the National Women's party in Washington after the copyright office had first refused to register a copyright except in her married name. Miss Hyde is the wife of Albert L. Vogl, a Denver lawyer.

MILITARISM IMPOSSIBLE in this country, declares Secretary of War Davis. He says: "Officers of the Regular Army are practically voteless. No group of citizens has less political influence. They cannot bring about the declaration of war. Because the military man spends much of his life in preparation of plans and in organization, it is sometimes, but should not be, taken as prima facie evidence that he invites war."

ICE CREAM consumed in the United States during the last seven years increased in volume 23.7 per cent. The per capita consumption during 1925 was eighty-nine dishes. The average of eighty-nine dishes was based on a production of 320,000,000 gallons by the entire ice cream manufacturing industry.

COTTON STOCKINGS to be worn exclusively for the next twelve months was the pledge made by a majority of women in a small town in southern Tennessee in order to help meet the situation brought about by a record cotton crop in the South and pauper prices. The cotton goods industry's output is valued at $1,700,000,000 a year, covers twenty-seven states and directly affects 3,000,000 workers.

ENGLISH SUPPLANTS French as the official foreign language of the Soviet government. Almost everybody in the Soviet foreign office now speaks and writes English. In some of the universities English is a compulsory subject, while in several government departments it is an absolute prerequisite to employment.

CRIME COSTS the banks more than $40,000,000 annually. To relieve this burden the American Bankers' Association has drafted legislation which calls for sentences of from thirty to fifty years for holdup men convicted of robberies in which life was endangered or threatened.

The BOOK TABLE

JOHNNY AND JENNY RABBIT. By Emma Serl, Teachers College, Kansas City, Missouri. Illustrated by Ruth M. Hallock. Cloth. Beautifully Illustrated. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

It is impossible for any one to make any one appreciate the beauty of "Johnny and Jenny Rabbit," much less to make any one understand the educational science and professional art behind the making of this fascinating Supplementary Reader for little people.

No one can believe how human-like these rabbits are made to appear. No pictures of real children could have the bewitching charm of these rabbits as they appear in eighty different settings, each in a situation that children will enjoy beyond the imagination of any adults. The rabbits swing and fish, fool with a beehive, ride in a street car, earn money and spend money, buy and use roller skates. These humanized rabbits do all sorts of things that children ought to do and some things that they should not do. If there is a more fascinating book for little children to use as they practice learning to read we do not know of it.

A MANUAL OF ENGLISH. By George B. Woods, Dean and Professor of English, American University, and Clarence Stratton, Director of English in High Schools, Cleveland, Ohio. Garden City, N. Y.: Doubleday, Page & Company. 1926.

This book is concerned primarily with the means of communicating ideas or information. It is to be taken for granted that the body is more than raiment, that the content of a composition—whether written or spoken—is more important than its language or its style. The book does not aim to supply training in thinking, or to present material for discussion. Nor is it meant to be a complete treatise on the art of writing and speaking. It does aim to stress principles which are necessary to the clear and effective presentation of ideas and to make practical the clear and correct use of ordinary English.

This text is built upon the assumption that improvement in English comes from the consciousness of error, from a knowledge of what is right, and from practice in the application of the rules of good usage, and the authors attain the results desired with directness and clearness, attractively and by processes which make it certain that students will intelligently seek the ends the authors aim to have them secure.

THE MODERN SCHOOL READERS. The Socialized School Series. By Ruth Thompson and Harry Bruce Wilson, with assistance of Guy M. Wilson, Ph.D., Boston University. San Francisco: Harr Wagner Publishing Company.

Harry Bruce Wilson, superintendent of Berkeley, California, has as clear a vision of the needs of children as any one who writes of them, and Ruth Thompson, editor of the Harr Wagner Company, is a highly skilful author of professional books. Notwithstanding the array of plans for school readers these authors have found an entirely new plan for a series, maintaining the literary standards required and magnifying moral and religious efficiency, while providing the best of advice and counsel for efficiency in art and music. There is abundance of suggestions as to occupations, trades and professions for income, growth, health and personal improvement. The selections differ greatly from the usual line of approach, but in every respect the books appeal to children of the age for which each book is made.

REDDENDA MINIMA. A Latin translation book for beginners by T. K. E. Batterbury, M. A. Clarendon Press, Oxford University Press, American Branch, New York City. 85 cents.

This little book of only 100 pages contains all the reading matter our Latin pupils need before beginning Caesar. Part I consists of 500 simple examples of the ordinary Latin constructions, arranged in series of ten, twenty, or twenty-five sentences. Part II contains 150 miscellaneous sentences, slightly harder on the whole than those in Part I. The constructions introduced in Part I are reviewed. Part III is devoted to "Simple Hints on Translation," and Part IV contains 25 continuous pieces of easy selections from Eutropius, Phaedrus, Horace, Ovid, Vergil, and Cicero.

In the opinion of not a few Latin teachers the beginners' books which have appeared since the report of the committee of the Classical Survey of the American Classical League contain too much reading matter, and especially too much poor "made Latin." This little book, on the other hand, is delightfully concise, and contains excellent Latin, much of it from original sources.

Albert S. Perkins.

SELF-SUPERVISED SEAT WORK. By Homer J. Byrd, Chicago, assistant to Edward J. Tobin, county superintendent, Cook County, Illinois. Published by A. Flanagan Company, Chicago.

Mr. Byrd has developed a wide range of genius in the preparation of material for individual creative activity of children, especially in the first four grades, and his publisher has discovered how to utilize this genius in a masterful way. The cards in each case are attractive to children, and the material can be used by the children easily and naturally so that the teacher has not the slightest added burden. The great demand of modern education is the development of the personality of children without making any draft on the personality of teachers.

THE CHILDREN'S OWN BOOK OF LETTERS AND STORIES. By Maude Burbank Harding. Cloth. 221 pages. Boston: Marshall Jones Company.

The distinguishing feature of "The Children's Own Book" is the fact that every story and letter in the book was written by boys and girls in the Fourth, Fifth, Sixth and Seventh Grades.

Several of the letters were written during the vacation periods, and none of the work has been much changed except by leaving out or altering the last names of the writers.

The author well says: "A letter shows more clearly than any other kind of writing whether or not a person has had the advantages of culture, and since all of us must write letters about one thing or another, let us be sure to send them out so well done that they will be proofs of a good education."

SOME MASTERS OF SPANISH VERSE. By James Fitzmaurice-Kelly. Cloth. vii+192 pages. New York: Oxford University Press, American Branch.

This is one of the last works of the lamented Fitzmaurice-Kelly, Great Britain's premier critic and historian of Spanish literature. It is one of the publications of the Hispanic Society of America, comprising more than 150 titles dealing with the literature, language, history, art and culture of the Hispanic world. Other volumes of the series to which this belongs deal with notable figures of Spanish letters, such as Luis de León, Baltasar Gracián, Luis Vives (who brought the

Renaissance to England under Henry VIII), and Garcilaso de la Vega (the Sir Philip Sidney of Spanish poetry), and of Portuguese literature, represented by volumes on Luis de Camoes, Gaspar Correa, Gil Vicente, and others.

The present book is the outgrowth of a series of lectures by the gifted author delivered at Cambridge University. A preliminary chapter deals with Berceo and the forerunners, including the scapegrace Juan Ruiz, whose "Praise of Little Women" was translated by Longfellow; the various "cancioneros"; the Marquis de Santillana, who first introduced the Italian sonnet into Spain; and the followers of Dante, represented by Juan de Mena. Subsequent chapters deal with individual poets: Garcilaso de la Vega, already mentioned; St. Theresa and her disciple St. John of the Cross, who inspired such English mystic poets as Richard Crashaw in the seventeenth century and Coventry Patmore, Francis Thompson, and Lionel Johnson in the nineteenth; Lope de Vega, greatest of Spanish dramatists; and Luis de Góngora, who introduced "Gongorism," which paralleled "Euphuism" in English. A final chapter deals primarily with the poets of the Romantic Movement: Rivas, whose "Don Alvaro" is the source of Verdi's opera "La forza del destino"; Espronceda, "the Spanish Byron"; Zorrilla, the romantic dramatist *par excellence;* and with later poets of the nineteenth century in Spain (Campoamor, Núñez de Arce, etc.) and in Spanish America (José Asunción Silva, Rubén Darío). A few notes, dealing mainly with English translations of the poets, and an index are included. The book is artistically printed, as are all the "Hispanic Notes and Monographs." It should grace the shelves of every public or institutional library.

THE BETROTHED. A Milanese Story of the Seventeenth Century. By Alessandro Manzoni. Translated by Daniel J. Connor. Cloth. xix+666 pages. New York: The Macmillan Company.

"I Promessi Sposi"—"The Betrothed"—is the best-known, if not the best, of Italian novels. Written in 1827 under the stimulus of Sir Walter Scott's historical novels, it is thought by many to be superior to anything of Scott's, and received rapturous praise from Goethe, from Chateaubriand, and from Macaulay. The author is one of the great names of Italian literary history, a man of letters of the first water and a noble patriot as well. Under the guise of a depiction of the Spanish government of the Duchy of Milan, Manzoni succeeded in drawing a parallel to conditions in Italy under Austrian domination that had a powerful effect upon the ardent young advocates of a free and united Italy. But the book is more than political satire—it is a work of literature of lasting interest and importance. It transcends the romantic movement of which it is an exemplar and remains a book of present-day appeal because of its humanity. The characters of the young lovers, of the old priest, of nobility and commoners, are well-drawn, natural, and striking. The episodes provoke now laughter, now tears. One need have no fear that the novel will fail to interest readers of today; certainly it is better fare for them than much of the contemporary output! Mr. Connor has given us a careful, accurate translation of marked smoothness and literary quality, and has prefixed an introductory essay on the author, his works and his environment that adds much to the enjoyment and understanding of the book. His translation, by the way, is the only one in English based upon the author's final revision of the novel. One wishes that more of these splendid old books that have stood the test of time might be made available for American readers.

SUMMARY OF EDUCATIONAL INVESTIGATIONS RELATING TO ARITHMETIC. By Guy Thomas Buswell and Charles Hubbard Judd. Chicago: The University of Chicago.

Dr. Judd is unrivaled as an heroic thinker, professionally and scientifically, or as a forceful champion of his convictions. We have never known him to be committed unreservedly to any position in education from which he has had occasion to retreat.

In this monograph in which Professor Guy Thomas Buswell is associated the work of each is clearly outlined so that we get Dr. Judd's heroic thought and forceful expression.

In this monograph one gets the greatest body of important facts regarding school practices of the last quarter of a century with the rigid elimination of gossip that we have seen. We quote a few sample paragraphs:—

"The interest in the curriculum which began to manifest itself about a decade ago may be described as a critical interest growing out of the measurement movement. It is a current interest of great importance and is engaging, perhaps more than the measurement movement itself, the energies of educational workers, especially those who are most intimately related to practical school operations.

"The testing movement has matured rapidly since 1910 and has contributed to the determination of the content of the curriculum through comparisons of different school systems and the resultant establishment of general standards.

"These efforts to set up standards revealed individual differences as they had never been revealed before. It became apparent that pupils of the same age and grade differ from one another in their grasp of the whole subject of arithmetic and in their mastery of particular phases of number work. Pupils were found to differ from the standards in many ways; sometimes the same child showed marked deficiencies in subtraction and division while making excellent scores in addition and multiplication.

"The first systematic studies in what we have called the period of curriculum investigation were devoted to finding out what topics are considered by administrators as desirable or undesirable for ordinary school use. During the same period came investigations of the time allotments and other administrative practices of school systems. The later studies of this period are aimed at the discovery of principles of curriculum determination on psychological and social grounds.

"The efforts to find a positive scientific basis for the course in arithmetic are paralleled by similar efforts in other fields. In general, the present movement can be described as very much more constructive than any which has preceded it. Educators are not merely aiming to eliminate waste and to standardize practice; they are exploring in every direction in the effort to find useful content and efficient methods which will improve the work of the schools."

Books Received

"An Italian Anthology." By Florence Trail. Boston: Richard G. Badger.

"Correspondence Schools, Lyceums, Chautauquas." By John S. Noffsinger.—"The University Afield." By Alfred L. Hall-Quest.—"The Children of Odin." By Padraic Colum.—"Everyday Problems of the Country Teacher." By Frank J. Lowth.—"The Heart of Midlothian." By Sir Walter Scott.—"Legends of Ancient Rome." From Livy. Edited by Herbert Wilkinson.—"The Golden Fleece and the Heroes Who Lived Before Achilles." By Padraic Colum. New York: The Macmillan Company.

"Manuscript Writing Lessons." With Teacher's Guide. By Stone and Smalley.—"The Vocabulary Speller." Book One. By John G. Gilmartin. New York: Charles Scribner's Sons.

"Songs and Scenes of the High Sierras." By Foster Haywood.—"Luther Burbank, Plant Lover and Citizen." By Ada Kyle Lynch.—"The Modern School Readers." Book Five. By Ruth Thompson, Harry B. Wilson and G. M. Wilson. San Francisco: Harr Wagner Publishing Company.

"Readings From the Great Historians." By D. M. Ketelbey. Boston: Houghton Mifflin Company.

"Religious Education on Public School Time." By Floyd S. Gove.—"The Vocational Guidance of College Students." By Lewis Adams Maverick. Cambridge: Harvard University Press.

"Tumbling, Pyramid Building, and Stunts for Girls and Women."—"Calisthenics." By S. C. Staley. New York: A. S. Barnes and Company.

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GRINS BETWEEN GRINDS

Speaking of Pines

The teacher had been explaining about the various pines. "Now, boys," she said, "Which one of you can tell me what pine has the sharpest needles?"

Up went a hand.

"Well, Raymond, can you tell me?"

"The porcupine."

Caninely Speaking

"Yes," the teacher explained, "quite a number of plants and flowers have the prefix 'dog.' For instance, the dog-rose and dog-violet are well known. Can any of you name another?"

There was silence, then a happy look illuminated the face of a boy at the back of the class.

"Please, miss," he called out, proud of his knowledge, "collieflowers!"

—The School.

Well Posted

Teacher—"Give the names of three of the most prominent gardens in history."

Young America—"Eden, Madison Square and Mary."

Canned Music

"Have you heard the new kitchenette song?"

"I don't think so. What is it?"

"The Campbells are coming."

What's in a Name?

A woman who was living in a hotel in San Francisco hired a Chinese boy. She said: "What's your name?"

"Fu You Tsin Mei," said he.

"Your name is too long. I'll call you John."

"What's your name, please?" said he.

"Mrs. Elmer Edward MacDonald."

"Your name is too long. I call you Charlie."—Wall Street Journal.

Matter of Feet

"Pop," inquired little Clarence Lilywhite, "what am a millennium?"

"Sho," said his parent. "Doan' you know what a millennium am, chile? It's jes' about de same as a centennial, on'y it's got mo' legs."

Too Late

Boy (entering library)—"I want the life of Caesar?"

Librarian—"You're too late, Brutus took it long ago."

Revenged

A busy housewife came into the sitting room, a determined look in her eyes.

"I shall have to punish those children," she began.

"What have the little beggars been up to now?" asked father, looking up from his newspaper.

"Why, they've made a mess of my sewing room," explained his wife. "Needles, reels of cotton, scissors—everything had been hidden away in the most unexpected places. It's exasperating."

Her husband laid down his paper and smiled.

"I did that," he said calmly. "You tidied up my desk so beautifully the other day that I thought it only fair to return the compliment, so I tidied up your sewing-room."

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Georgia, Atlanta—Fort E. Land, State Superintendent of Schools.

Guam, Guam—W. R. Hall, Head of Department of Education. Mrs. Esther M. Riddle, Superintendent of Public Instruction.

Hawaii, Honolulu—Will C. Crawford, Superintendent of Public Instruction.

Idaho, Boise—Mrs. Maybelle McConnell Lyman, State Superintendent of Public Instruction.

Illinois, Springfield — Francis G. Blair, State Superintendent of Public Instruction.

Indiana, Indianapolis—Charles F. Miller, State Superintendent of Public Instruction.

Iowa, Des Moines—Agnes M. Samuelson, State Superintendent of Public Instruction.

Kansas, Topeka—George A. Allen, Jr., State Superintendent of Public Instruction.

Kentucky, Frankfort — McHenry Rhoads, State Superintendent of Public Instruction.

Louisiana, Baton Rouge—T. H. Harris, State Superintendent of Public Education.

Maine, Augusta — Augustus O. Thomas, State Commissioner of Education.

Maryland, Baltimore — Albert S. Cook, State Superintendent of Schools.

Massachusetts, Boston — Payson Smith, Commissioner of Education.

Michigan, Lansing — Wilford L. Coffey, State Superintendent of Public Instruction.

Minnesota, St. Paul—J. M. McConnell, Commissioner of Education.

Mississippi, Jackson—W. F. Bond, State Superintendent of Public Instruction.

Missouri, Jefferson City—Charles A. Lee, State Superintendent of Public Schools.

Montana, Helena—May Trumper, State Superintendent of Public Instruction.

Nebraska, Lincoln — Charles W. Taylor, State Superintendent of Public Instruction.

Nevada, Carson City—W. W. Anderson, State Superintendent of Public Instruction.

New Hampshire, Concord—Ernest W. Butterfield, Commissioner of Education.

New Jersey, Trenton— John H. Logan, State Commissioner of Education.

New Mexico, Santa Fe—Lois Randolph, State Superintendent of Public Instruction.

New York, Albany — Frank P. Graves, State Commissioner of Education.

North Carolina, Raleigh—A. T. Allen, State Superintendent of Public Instruction.

North Dakota, Bismarck— Bertha R. Palmer, State Superintendent of Public Instruction.

Ohio, Columbus—Vernon M. Riegel, Director of Education.

Oklahoma, Oklahoma City—M. A. Nash, State Superintendent of Public Instruction.

Oregon, Salem—C. A. Howard, State Superintendent of Public Instruction.

Pennsylvania, Harrisburg— Francis B. Haas, Superintendent of Public Instruction.

Philippine Islands, Manila—Luther B. Bewley, Director of Education.

Porto Rico, San Juan—Juan B. Huyke, Commissioner of Education.

Rhode Island, Providence—Walter E. Ranger, Commissioner of Education.

Samoa, Tutuila — J. M. Hester, Superintendent of Education.

South Carolina, Columbia—J. H. Hope, State Superintendent of Education.

South Dakota, Pierre—C. G. St. John, State Superintendent of Public Instruction.

Tennessee, Nashville—P. L. Harned, Commissioner of Education.

Texas, Austin— S. M. N. Marrs, State Superintendent of Public Instruction.

Utah, Salt Lake City—C. N. Jensen, State Superintendent of Public Instruction.

Vermont, Montpelier— Clarence H. Dempsey, Commissioner of Education.

Virginia, Richmond—Harris Hart, State Superintendent of Public Instruction.

Virgin Islands, Saint Thomas—Arthur E. Lindborg, Director of Education.

Washington, Olympia—Mrs. Josephine C. Preston, Superintendent of Public Instruction.

West Virginia, Charleston—George M. Ford, State Superintendent of Free Schools.

Wisconsin, Madison—John C. Callahan, State Superintendent of Public Instruction.

Wyoming, Cheyenne—Mrs. Katharine A. Morton, State Superintendent of Public Instruction.

Encourage Individuality

I wish to lay special stress upon the absurdity, not to call it by a harsher term, of running children through the same mill in a lot, with absolutely no real reference to their individuality. No two children are alike. You cannot expect them to develop alike. They are different in temperament, in tastes, in disposition, in capabilities, and yet we take them in this precious early age, when they ought to be living a life of preparation near to the heart of nature, and we stuff them, cram them and overwork them until their poor little brains are crowded up to and beyond the danger-line.

The work of breaking down the nervous systems of the children of the United States is now well under way. It is only when someone breaks absolutely away from all precedent and rule and carves out a new place in the world that any substantial progress is ever made, and seldom is this done by one whose individuality has been stifled in the schools.

So it is imperative that we consider individuality in children in their training precisely as we do in cultivating plants. Some children, for example, are absolutely unfit by nature and temperament for carrying on certain studies.—Luther Burbank in "The Training of the Human Plant."

What Is Personality?

"Personality is not a mysterious something with which the fairies endowed you as you lay in your cradle at birth. Personality, at least as other people see it in you, is the manner in which you present and express yourself in your face-to-face relations with other people. To be able to approach people easily, impress them favorably, and talk with them pleasantly is a resource of the highest importance to any person who would live a happy, useful life in our social world. Yet such ability comes only with intention and practice."—E. E. Dodd.

Meetings To Be Held

FEBRUARY

26: National Council of Teachers of Mathematics, Dallas, Texas. Marie Gugle, Columbus, Ohio, President.

27-March 3: National Society of College Teachers of Education, Dallas, Texas.

MARCH

31-April 2: Schoolmen's Week Sessions, University of Pennsylvania, Philadelphia.

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